

**3. Provide evidence of the program's effectiveness in increasing student achievement.**

## **Demonstrated Effectiveness**

### **The School District of Philadelphia-Supplemental Services, Benchmark Tests and Professional Development**

In the fall of 2002, The Princeton Review and the School District of Philadelphia began working together to implement an extensive Extended Day Mathematics Program. The program was developed to address the specific needs of the School District of Philadelphia and to support the district in meeting NCLB requirements.

This is familiar territory for The Princeton Review and as our success in Philadelphia continues, we are constantly seeking new ways to aid the teachers and students of every large urban district.

#### *Philadelphia Program Highlights*

- More than 50,000 participating students
- 3,500 teachers participated in our program training and professional development programs
- More than 100 participating schools across nine regions within the district
- 60 hours of customized course curriculum developed specifically for the School District of Philadelphia, aligned to the Philadelphia Mathematical Curriculum Standards, Pennsylvania State Standards and Tests
- Customized Extended Day Course Guides for each student, with teacher editions
- Customized Test Preparation Workbooks for each student, with teacher editions
- Pre-, mid- and post-program benchmark tests with complete scoring and reporting services
- Dedicated program support with full-time, on-site Project Director and dedicated account representatives

#### *Results to Date*

Mid-program test results show performance has improved on every tested skill, and the percentage of questions correct improved an average of **24%** across all grade levels between pre- and mid-program tests.

Recent results for Philadelphia students for the spring administration of the Terra Nova also demonstrated improvement.

Highlights of the results include:

- The District's 21 Restructured Schools showed progress in reading, language arts, math and science, increasing the percentages of students at or above the national

average by 2.7% in reading, 6% in language arts, 11.4% in math and 5.9% in science;

- The Restructured Schools also reduced the number of students in the lowest quartile by 3.3% in reading, 8.4% in language arts, 15% in math and nearly 14% in science;
- The 45 partnership schools showed progress in language arts, math and science, with 2.7%, 6.7% and 4.4% more students respectively at or above the national average in those subjects; reading gains were less than 1%;
- The 45 partnership schools also reduced the number of students in the lowest quartile by 6.3% in language arts, 9.6% in math, 10.3% in science and 1% in reading;
- Charter school scores showed an improvement of nearly 6% more students at or above the national average in math and science and more than 4% in language arts, but reading scores did not change;
- Charter schools also reduced the number of students in the lowest quartile by 4.2% in language arts and math and 7.5% in science, but reading scores did not change.